SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS

TURIZMO IR VIEŠBUČIŲ VADYBOS PROGRAMOS (653N20007)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *TOURISM AND HOTEL MANAGEMENT* (653N20007)

STUDY PROGRAMME

at KAUNAS COLLEGE

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Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Turizmo ir viešbučių vadyba*
Valstybinis kodas	653N20007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji (profesinis bakalauras)
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2000-09-21 Nr. 1182

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Tourism and Hotel Management*
State code	653N20007
Study area	Social sciences
Study field	Management
Kind of the study programme	Collegial Studies
Level of studies	First (professional bachelor)
Study mode (length in years)	Full-time – 3 years, part-time – 4 years
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	2000-09-21 No. 1182

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I.   INTRODUCTION

General Background

Kauno kolegija/Kaunas College (hereafter - KK) was established on 1 September 2000 after the binary higher education system consisting of two types of higher education provided by colleges and universities was introduced in Lithuania and even in the Baltic area. Today Kauno kolegija/Kaunas College is one of the largest colleges in Lithuania, with a community of over 7 600 students and about 1000 employees, 558 lecturers among them (data of September, 2012). Over 1,800 students graduate from the university every year. The university has 7 faculties and 2 regional departments which are established in 14 buildings.

Currently, there are the following faculties in Kaunas College– Faculty of Economics and Law, J. Vienozinskis Faculty of Arts, Faculty of Landscape, Faculty of Technologies, Faculty of Health Care, Faculty of Business Management, Kedainiai J. Radvila Faculty – and departments in Taurage and Druskininkai. They are the main divisions of the applied research and study process organization.

The mission of KK is to implement high-quality studies of higher education, focused on practical activity and students' and public needs, to develop applied research and professional art, and to take an active part in international area of higher education.

The group of experts appointed by the Centre for Quality Assessment in Higher Education (SKVC) visited Kauno Kolegija with the aim to facilitate the improvement of their study programmes and to help Kauno Kolegija to create a culture of quality assurance, as well as to evaluate how the quality of the study programme *Tourism and Hotel Management (THM)* meets the relevant legal requirements and the provisions of the European Higher Education Area. The programme is located within the Faculty of Business Management, one of seven faculties in the College, spread across three locations.

The current evaluation was conducted February 5th 2013 by a panel of experts from Germany, Austria and Lithuania, including a student representative and an expert from industry. During the visit experts had meetings with the managing team of the KK and the managing team of Business Management faculty. Self-analysis report and the quality of the *Business Management* and *Tourism and Hotel Management* study programs were discussed with the self-evaluation

report team, lecturers of the program, students, Alumni and social partners. Experts were introduced with the premises of the Business Management faculty and had possibility to evaluate the quality of students' final thesis and some examples of students' works.

Self-analysis report (SAR) was prepared according to the requirements of the Centre for Quality Assessment in Higher Education. It provides all the needed information for the evaluation. Self-analysis report contains information of previous evaluation which is provided in the Annex; however self-analysis report text does not show connectivity with the implementation of recommendations of previous evaluation.

II. PROGRAMME ANALYSIS

Introductory Remark

When preparing the site visit the experts were wondering whether there was no overriding instituional framework reflecting the strategy on the basis of a mission and vision for the whole institution. In the first meeting the Rector pointed out that there was a Strategy 2020 which was handed out to the experts in one of the following sessions. The strategy 2020 does not mention the various campuses at all. They speak of an integrated strategy 2020 but it is left open to whom the mission, vision and values relate. Even the chapter „Our Institution Today" (pager 17) does not relate directly to the campuses in Tauragé and Druskininkai. It is only mentioned that the institution has 7 faculties and two regional departments. Looking at the information booklet delivered by the Department of International Relations (just to indicate possible misunderstandings: is this one of the two regional departments?), seven Faculties are listed but only one Department (Tauragé, supposedly a regional one).

Another contradiction between the strategy paper and the information brochure relates to the study-programmes taught in English. Whereas the brochure lists 8 programmes, the strategy outline mentions two only.

Adding to this were remarks in other faculties / departments which highlighted their separate role hinting at independence, not necessarily in line with the aspiration of an integrated university of applied sciences.

Also, it was pointed out that the professional bachelor programmes offered were at level 6b of the European Qualifications Framework for Higher Education. It is correct that there was a

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discussion when the European framework was designed to introduce sublevels, for example 6a and 6b, but finally this idea was dropped. However, the national authorities could introduce sublevels within their national framework but – to the knowledge of the experts – this is not the case in Lithuania (Lithuanian Qualificadtions Framework). Although one could argue, it has to be stated clearly – and this has been the reference point for the experts – a professional bachelor has to meet the same level in terms of learning outcomes as any other bachelor at higher level does. Therefore, this issue is addressed to the national authorities of Lithuania and is not evaluated as part of the College´s performance. (as pointed out in the discussions e.g.).

In the light of this experience the experts suggest that the respective bodies of Kaunas College might consider these issues to achieve an integrated university of applied sciences with a corporate identity within the guidelines of the Lithuanian Qualifications Framework.

1. *Programme aims and learning outcomes*

The rationale of the programme is well formulated and grounded in the mission and vision of Kaunas College. The experts assume that the information given can be backed up by reliable studies and some other sources (some are mentioned). They are somewhat irritated by the statement that "the learning outcomes are related to the competencies and qualification requirements of the future specialists…" This is by no means in line with the level description of a first cycle. Applying the Dublin Descriptors the European Qualifications Framework clearly outlines that at the end of the first cycle not a specialist is the target (Resolution No 986 of the Government of the Republic of Lithuania, Aug.24th 2011and the Order of the Minister of Nov. 2011 No. V-2212). The term "professional" is not to be understood as "specialist".

Their self-critical comment "Variety and diversity of assessment methods used for measuring the achievements of the learning outcomes is conditioned by the lack of clear assessment system" is not understood within this context but will be taken up later when the curriculum is being discussed and the relationship between learning outcomes, teaching and learning, and assessing will be analysed.

Aims and learning outcomes of the study-programme are distinguished by level of detail and linked to study subjects (Table 3). Whereas four aims describe four areas of direction – "to define and apply the key theories…, to be able to collect and analyse date…to be able to plan, organise, implement and assess …, to be able to communicate…" – three learning outcomes of

the study programme specify each aim. It might have been useful to indicate that the aims were written from a teacher´s perspective whereas the learning outcomes are those from a student´s viewpoint – as the experts believe -, following the principle of student-centred learning. The descriptions appear a bit "mechanically", quite well expressed but not lived, as the discussions with the teachers in particular demonstrated. However, a good written basis is made as outlined in the annex as well – where the relationship between learning outcomes of the study-programme, the ones respectively for the subjects, study methods and methods of assessing are identified. Overall a good attempt – and hopefully will be "lived" in future and to be complemented by other learning outcomes indicated by the descriptors of the European Qualifications Framework (Dublin Descriptors), in particular "Learn to Learn" which seem to be missing for the time being as also outlined above.

The link between "study programme learning outcomes" and "study subjects" is questionable as each module/study subject has its own learning outcomes which as a whole – for all subjects – make up the learning outcomes of the study programme which have to match its profile.

It is hoped that the management offers regular courses to allow the staff to update and widen their knowledge and understanding of key Bologna features. The experts learned that staff had been encouraged and supported to attend in-house and outhouse training sessions. The regular annual revision will definitely benefit the further development. The SAR states as "improvement actions" to organise trainings for teachers. Unfortunately, it is not mentioned when by whom and where these trainings should be initiated.

The aims and learning outcomes are publicly available, e.g. www.studijos.lt and a bundle of other measures such as information days at schools, enterprises and the interested public. Some of the internet sources, however, were protected by a password and none seemed to have a translation into English. Having the objective to attract foreign students it might be necessary to have key elements translated into English. It might also be useful to follow the structure of the "Information Package" published by the EU within the "ECTS User´s Guide" from 2009.

The College also attends national and international fairs to present their programmes and activities. The fairs are either organised by educational institutions or from organisations of the Tourism, Hotel Management organisations. For the international fairs as well, translations are necessary.

The meetings with stakeholders confirmed what the College outlines in the Self Assessment Report. There is a regular participation, e.g. in the Study Programme Committee and the preparation and implementation of joint projects as outlined in annex 6 so that professional requirements, public needs and labour market developments are respected. This is underlined by the fact that graduates often work in Lithuanian and foreign tourism and hotel management (THM) sector enterprises. The employers appear to be satisfied with the profile of the graduates. They also stress that they welcome the regular communication with the College.

The experts found it amazing that there are no references to the health sector and also hospitality / wellness is more or less left out. To this extent some research might be necessary to identify the trends of the future – in Lithuania and abroad – in case these issues have not yet been brought forward by the representatives of organisations or alumni. In the discussion with the employers it seemed that these areas are of great interest.

The SAR outlines what the student will be able to do after having finished his studies. These learning outcomes miss an elementary part, the knowledge. Learning outcomes are defined as what a student knows and is able to do after having graduated (see definitions in the Lithuanian regulations, also in the European Qualifications Framework for Higher Education and the European Qualifications Framework for Lifelong Learning). The College may assume that the student, of course, acquires the adequate knowledge first before he is able to, e.g., conduct a market study. Following Bloom´s taxonomy the learning outcomes of the study-programme analysed are more at a medium level as they do not really include analysis, synthesis and evaluation. In terms of the Dublin Descriptor "applying knowledge and understanding" is definitely achieved (if the respective knowledge has been acquired first of all), partly as well making judgements but only to a limited amount communication (referred to the English language only) and "learn to learn" is not mentioned at all. The College lists some generic abilities but they appear like lists and not like a conceptual, integrative approach. This is partly different when it comes to the detailed lists. However, the consistency between the various parts is not easy to identify.

Questionable is the overall aim of the programme as outlined above: "The learning outcomes are related to the competencies and qualification requirements of the future specialists…" The description of bachelor programmes at European level clearly indicates that a bachelor is not a specialist but a generalist, also as a professional. To this extent the College should discuss how this requirement could be fulfilled. Or – as the term "intended learning outcomes" may suggest –

these learning outcomes are intended but not necessarily achieved. It is not revealed in which areas the graduate will be a "specialist". The experts assume that the College has been advised by outsiders and are not totally sure how to "translate" these terms into their teaching and learning activities. If the reference to the Dublin Descriptors is meant seriously, the intention could not be to train THM specialists but professionals with a sound basis in theory. Within the European Higher Education Area a graduate of THM could be employed in a variety of jobs and should also be able to continue his studies immediately afterwards or later – most likely in a part-time mode in parallel to an employment – in a wide range of subject areas requiring a bachelor level. To this extent it might be worthwhile that the first part of the SAR (1. Programme Aims and Learning Outcomes) should be revised, also considering Annex 1 analysing opportunities of cooperation also with other programmes in the faculty, in particular *Food Industry Management* and *Sport Management* which could be even options within the THM programme.

Taking into account the various weaknesses outlined above the experts believe that the name THM is basically adequate. Within the study field subjects 18 credits can narrowly can be linked to *Tourism*, i.e. 10% of the whole programme. Additionally, within the optional studies, another 42 credits have to be achieved in one of the two options, either *Tourism Management* or *Hotel Management*. Also in the block of free elective subjects 9 credits have to be achieved. In the latter a choice appears to be possible between 9 and 12. This is not clearly explained but may be related to the "openness" of the block of optional studies; students can choose modules of the whole programme of the College. Overall the direction of THM specific modules comprises modules of at least 69 credits, more than a third of the programme. The bias towards *Tourism Management* is stronger than towards *Hotel Management* as respective courses are already taught within the study field subjects. Missing are elements of *Wellness* and some elements which may be related to *Health Management*.

As the situation is similar in the study-programme *Office and Enterprise Administration (OEA)* as well, the College might re-engineer their programmes to the extent that a number of management modules are identified as "platform" to which some options in the form of modules according to certain professional areas are allocated. One could learn from the car industry which has increased its effectiveness and efficiency by having a common platform for several different brands to which different modules are added with the result of a different car – at least in the eyes of the consumer.

Finally it should be stressed that the above refers to both the full-time and the part-time mode of the study-programme. The main immediately identifiable difference is the number of credits due to the difference in the length of the respective study-programmes.

2. *Curriculum design*

The programme is designed according to the Lithuanian law. The respective references are given and were checked by the experts. This includes the distribution of the various study parts of the programme as well for both modes of the programme, full-time and part-time, i.e. three and four years respectively: Study field subjects 135 credits (75%); general studies 15 credits (8.3%), 30 credits for professional activity practice, optional studies 9 credits (5%) and 9 credits for thesis (in Tauragé). Per semester a student has to study 6-7 modules in the full-time and 5-6 modules in the part-time mode. Overall theory makes up 14,9%, practical classes and practical work 31,5%, self-study 42,2%, consultations 6,2% and final thesis 5% of the study-programme, i.e. 52,8% of the student workload is performed within contact hours (see tables 5-8 of the SAR). It is at least not immediately obvious that the contact hours comprise theory, practical classes and consultation hours.

The programme respects characteristics of qualifications as initiated within the Bologna Process and the creation of the European Higher Education Area. A questionable issue refers to the distinction between full-time and part-time students. The College differentiates between programmes for these specific groups. Although part-time students obviously cannot focus their full efforts on their studies – for many different reasons – it seems to be possible to finish studies in just one more year. This means that on top of a full-time job (some may work less) students have to achieve 45 credits per year on average. As credit systems, ECTS in particular, were created inter alia to protect students, the College should allow more time to finalise the studies. This does not mean that individual students can finish earlier on the basis of their personal situation (different background, more free-time…). A full-time job normally entails about 1,600 hours a year across Europe. Adding 40 credits, even if one credit was considered as requiring a workload of 25 hours, would mean another 1,000 hours, a total of 2,600 hours. From the perspective of social responsibility the College should consider to redesign their part-time programmes, even if some other colleges might stick to four years. It might be recommended to the SKVC to communicate a formed opinion on this matter as it is a competitive element but more importantly an ethical issue.

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Also, the distribution of credits and forms of learning in percentage of the whole programme may be discussed. It is necessary that full-time and part-time programmes reach the same learning outcomes as these characterise the level. The main query refers to the consultation hours. Normally, part-time students are not as often at the College as full-timers are. Therefore the number of consultation hours should be much higher, most likely to a large extent by telephone and on-line contacts. In the discussion it was mentioned that consultation hours were mainly understood as office hours. Also, the number of self-study hours should be considerably higher than those for full-time students. More than 50% of the contact hours in form of lectures are foreseen for part-time students. The experts had the impression that the make-up of the total workload was not clear to every member of staff, even not to those who had written the Self-Assessment Report, and that the number of consultation hours was rather a definition of a teacher´s workload than that of a student.

The distribution of credits is uneven in case of both study-programmes, full-time and part-time studies. Whereas in the first semester 26 credits can be achieved, the second semester requires 34 in the full-time mode. One can argue that overall the annual workload corresponds to 60 credits and thus fulfils the ECTS key features; however, it should be explained why this significant difference exists. The same is true for the second and third year. According to the ECTS User´s Guide of 2009 the student workload in a full-time mode should preferably not exceed 30 credits per semester. A slight variation may be acceptable but 4 credits difference, more than 10% of a semester´s work, seems to be too uneven.

In the part-time mode students have to achieve 46 credits in the first year (23/23); 43 in the second (22/21), 46 (19/27) again in the third and 45 (21/24) in the fourth year. The distribution seems to be a bit arbitrary. A very striking unevenness is in the third year. Generally speaking the workload for a part-time student per semester should not exceed 15-20 credits.

Not understandable is that the number of credits for part-time students in terms of *"Practices"* is the same as for full-time students as they are normally employed. What about the *"Practice I-III and the final one"* foreseen in the project? It is not clear whether these are covered by the employment in case of part-time students. It could not be identified if and to which extent use is being made of the business experience of these students. This should be explained and the links identified. It might be that the term *"practice"* is not suitable to characterise exactly this situation. The experts have the impression that credits are distributed in a rather "mechanical"

way, so that outwardly the norms are fulfilled but that the philosophy of ECTS and its objectives are not really achieved.

Otherwise the themes of the various subjects or modules are overall not repetitive. It seems to be a bit awkward why *Foreign Language I* begins after *Foreign Language II* but this is an issue of interpretation, so as the plan to run *Foreign Language I* only every other semester, beginning with the second one.

Another interpretation could be that the programme as such is at a lower level so that it can be successfully finished without much effort, even for part-time students in not much more time. Overall the impression prevails that the credits are allocated "mechanically".

The study plan of THM is much clearer than any in the other faculties/departments. It is interesting to see that *"Philosophy"* and *"Psychology"* are obligatory within the block *"General Studies"* and *"Subjects of the study field"*. It is questioned why the subjects belong to different groups. Looking at the learning outcomes it seems that it is impossible for students to reach what is required with the workload of 3 or 5 credits allocated to them respectively. This is, for example, also documented by the impressive literature list, students are required to cover. In addition it may be questioned whether the modules *"Lithuanian Language and Business Correspondence"* and *"Business Communication"* really are at a bachelor level.

The experts feel that it may not be wise to have a module called *"Management"*. It should be more specified in terms of *"Principles"* or *"Strategy"* to name but a few. The module *"Basics of EU Common Market"* is not adequate at level 6. It may be expected that the elementary parts have been covered by schools. However, such subject could be much more geared towards the specific sector towards which the programme is oriented. The same is true for several other subjects but this may also be a problem of translation as the contents is sometimes much more challenging. A bit surprising is to find *"Information Technologies"* in the *"General subjects of collegial studies"* only. The experts feel that the College should follow this matter closely realising the modern trends in *Tourism and Hotel Management*, also in terms of changes in business activities (social media). Also, the complementarity between *Tourism and Hotel Management* does not seem to be taken care of. Both areas are – more or less – presented as alternatives only. In terms of content *Hotel Management* overall seems to be a bit underrepresented.

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The modules *"Physical Activity"* and *"Introduction to Studies"* do not have any credits allocated. In part-time studies no physical activity is offered. It does not seem to be part of the curriculum although it is listed there. The experts want to point out that all parts of a curriculum should carry credits – all within the number of credits foreseen for the whole programme.

For part-time students it is also discussable whether 4 hours (in comparison to 7 for full-time students) are sufficient for *"Introduction to Studies"*. The experts believe that part-time students need more attention at the beginning of their programme.

The SAR gives the impression – but doesn´t mention it explicitly – that credits are used as weights in working out the final grade. The teachers participating in the discussion were not sure either. The experts want to remind the College that credits should have nothing to do with weighting grades – quite in contrast to other credit systems, e.g. in the US.

The experts were surprised to learn from the group of teachers that they ask the students what their expectations were at the beginning of each semester – as a common rule. To this extent the impression of the experts was stressed that on paper learning outcomes etc. were defined quite well but to which extent they were translated into actual teaching was at least questionable. This was underlined by the various discussions in which teachers were not always aware neither of the learning outcomes nor who had written them and what they meant.

It is not necessarily obvious that the forms of learning are the same for each module: lecture – practice – consultation – self-study. The distribution appears to be rather artificial. An evaluation does not seem to be made. Again, if the learning outcomes precondition the way of teaching it is impossible that there is always the "same procedure". The discussion also did not reveal a clear picture what is meant by "practical hours". Taking foreign languages as an example: Obviously no lectures are included, only "practice", which means exercises, i.e. applying knowledge. Practice supervised by teachers makes up a considerable amount. The experts could not clarify what is being done in self-study periods (in total 2026 hours). Consultancy is scheduled for 7h a week, 310 in total. Looking at the whole programme a third of the study-time is taken-up by "practicals" and "practices", nearly 40% by self-study work. For lectures less than a seventh only is foreseen, complemented by 240 hours of the final thesis. The experts believe that there is not enough time reserved for the basics of the subject area.

An increase in training and further communication of staff and between the study-programmes might help. Additionally, it might have been beneficial to comment on whether teaching part-

time students might require different methods of teaching, considering that – most likely – they are older, have business experience, learn differently, are often much more eager and have – on the other hand – maybe a sketchy knowledge of mathematics or various forms of communication, depending on the vocational socialisation. Some students may also live abroad or have worked abroad so that different national cultures might have to be respected. This also might be a good starting point of increasing the international orientation of the programme.

Quite interesting is the procedure as regards the finding and formulating of theses. It was astonishing to find out that "selected topics are discussed at the Department meeting and presented for the Dean´s approval". This surprises the experts; the teachers should be very well in the position to identify whether a topic proposed fits the intended learning outcomes (not included in annex 1). Overall the procedure seems to be suitable to assure the quality of level 6.

A relationship to teaching strategy is mentioned but this is just a list; no evidence is given.

In the discussion it became obvious that it might also be useful to intensify the communication between the faculties and departments as regards the description of the study-programmes.

In the study-programme THM a modular structure is not yet outlined. As it was already pointed out in the last report by external experts, the programme still comprises quite a large number of subjects. Each of them normally has 3, 4, 5, 6, 7 or 9 credits. Obviously the programme used to have subjects even with 2 credits. The exception is Practice III which carries 12 credits.

There is no real explanation how the allocation of credits was pursued. For the time being there are no subjects which last more than one semester, a point of criticism which was raised in the past accreditation process. The College is encouraged to modularise their programmes but not in the way the Department of Business did where modules seem to have been "constructed" by bundling several lectures under one heading. This is not the intention of modularisation as it is understood in the European Higher Education Area. A module has one set of learning outcomes and carries an identified number of credits (normally the same or an identical basic unit of 5 or 6 and a multiple of it). There is one set of assessment which covers the whole module and credits are awarded only as a whole and not for having passed individual parts. By introducing modules the number of subjects could be further decreased, so as the number of examinations.

It surely is very adequate to offer language courses within the programme. Two foreign languages are foreseen. It is not indicated, however, which level of competence the students have when starting their programme and what it is when finishing. The College might consider indicating the level according to the European Language Competences Framework. At least the level B2 should be achievable for the students at graduate level.

The experts got the impression that the College assumes that the qualification of a manager is identical with a Professional Bachelor. However, it should not be forgotten that a Professional Bachelor is first of all an academic degree which is characterised by an "applied orientation". A manager may also be qualified through other ways and means and by other forms of learning and may have gained different though related knowledge, skills and competences.

A stronger international orientation of the curriculum may be needed. On top of learning foreign languages there are not many elements identifiable as being geared to the modern world market. There are no mobility windows foreseen to signal to the student that it is recommended to go abroad for studies or a placement, neither are modules being taught in English (not obvious). Also, literature and subject topics do not strengthen this aspect.

The literature lists included in the module descriptions quite often indicate that they have become of age and should be replaced by new ones.

In their SAR the College puts forward their problem-based as well as their multidisciplinary learning approach. However, the experts are not of the same opinion. There are some steps taken but the approaches have not been put into practice to the full yet. It is not a multidisciplinary approach to bundle different subjects and teach them under one common (or not) headline. Also, it might not be wise to run a study-programme which "responds to the current issues of business world and students´ needs". The graduates will be on the market in the future but the market needs might be very different by then. The College has to find an adequate way to assure the employability of their future graduates. The College states as "Actions for improvement": "…To prepare integrated modules…" but does not define yet when this will be accomplished by whom and how. The College is encouraged to complete their transformation to a modular system. This will enable to make use of resources and competences across the College in a much more effective and efficient way.

On top of the incomplete modularisation the College identified as a weakness and respective need for corrective action the student´s self-study work. The expert group is of the same opinion. It is not really identifiable what the students have to do in these periods. The College should identify an action plan and indicate when the necessary steps will be taken by whom.

3. Staff

Information and data provided in the Self Assessment Report shows that academic staff meets legal requirements of Lithuanian higher education provisions.

There is a three-step qualification evaluation. Full time teachers are evaluated every 5 years, but they do a self-analysis every year and then discuss during the meeting of department. They do meetings – roundtable discussions where students can have a possibility to express their oponion about the quality of the lectures.

Academic staff of the program is active in participation in international and national projects. 65,7 % have professional experience and even 62,8 % deliver lectures in English. During the analysis period 5 teachers defended a doctoral dissertation.

The ratio between teaching staff and number of students is adequate. This was approved during the meetings with the lecturers and students.

Teaching staff turnover was not high and mostly due to objective reasons such as maternity leave. So, academic staff demonstrated an increase in qualification and stable development of the program.

To ensure professional development of the teaching staff every lecturer at the beginning of an academic year makes an individual professional development plan which is discussed with the department. Lecturers are invited to participate in the skill development workshops which are organized by the Kaunas College.

Professional competence was improved during internships and visits in foreign institutions. There was a huge attention to development of academic staff skills related with development of student-oriented and learning-outcomes-based studies. Training was organizes in the context of bigger project funded by European Union Structural funds. The risk appears for the future

development of the same skills of new academic staff. So, it is recommended to organize similar seminars every year and especially for the new teachers.

Some lecturers are involved in the research directly related with the study program. Some applied research activities are organized by the Kaunas College when institutions make an order for such activities, however more often it is done personally by the lecturers themselves. The teachers working for the THM study programme perform scientific applied research in the areas foreseen by the Faculty of Business Management: management, educology, market conjuncture.

Taking in to account the new Strategy of Kaunas College with the aim to start to provide professional master degree programs, the applied research activities as well as the quantity of teachers with doctoral degree should be increased.

4. *Facilities and learning resources*

The premises provide an effective underpinning to support the programme. The College has 28 classrooms of various sizes and 4 lecture theatres (more than 50 seats). For organizing Business Days, conferences and the „Fair of the Practical Business Training (FPBT)" a 200-seat Hall is used with adequate audio and video equipment. The swimming pool and two gyms are available for the students. A new building is just in costruction adjacent to the main buildings, this building will allow access for the disabled to all floors. The Self-Study Centre is well placed and has 36 work places with computers.

During their studies students have 4 professional internships, three of them are performed in various firms (26 ECTS) and one internship takes place if the firm of Practical Business Training, that is an in-house business simulation (6 ECTS). 80% of the students find internship places on their own. For the part-time students, as well as the working ones in full-time studies, the internships can be with their employer. Internships could be offerd to 'incoming' Erasmus-students, that would enable the Collegue to raise its international visibility. Cooordination efforts are needed with the social partners, and their willingness to employ foreign students for a three-six months period. Enhanced International networking is self-evident after such exchanges.

The Faculty has practical business training simulation firms connected to an international firm network. This is used effectively to allow students to develop practical skills before placement in real businesses. The Faculty has many cooperation agreements with private companies,

municipal and public organisations. These provide a sufficient number of practical placements for students but there is scope for better communication with social partners to inform them of the requirements and expectations of them when they accept students on placements. When on placements students are visited by College staff to ensure the appropriateness of their experiences. A few students had the opportunity to undertake their placement abroad as part of the Erasmus framework.

Textbooks, powerpoint presentations and course notes are the main teaching resources employed in the majority of courses. Textbooks are used in general study subjects, such as marketing, human resources management and accounting. In some courses, field trips are organised. The library has a limited number of copies of textbooks which are accessible to all students. Teaching materials, including periodicals and databases, are adequate and easily accessible to students. However, there is little evidence from their work that students use them. This may be a function of the limited knowledge of English of some staff and students. Students need to be encouraged to draw upon these valuable sources to broaden and deepen their understanding.

5. *Study process and student assessment*

Since 2009, students' admission is centralized and run by the Association of Lithuanian Higher Schools (LAMA BPO), which determines enrolment conditions and order. The admission of students is based on the candidates past performance, the students are selected through competition. The applicants are required to at least have a secondary education. Since 2010 the Department has started the implementation of *Tourism and Hotel Management* study programme in English; the students from Lithuania and foreign countries may be admitted to this study programme. It has been noticed that those who have very good skills of English choose these studies; however, their competition score is significantly lower. Past two years the competitive score was estimated in two ways: the school-leaving examination score in Mathematics and Lithuanian plus the school-leaving examination score in a foreign language and the annual score in History or the annual score in a foreign language and the school-leaving examination score in History (the variant more favorable for the applicant is chosen). Students with the best performance are granted scholarships financed by the government. The number of the scholarships is limited, while there is no set limit for fee-paying students. According to the table Nr. 21 provided in the Self Assessment Report, the number of the students enrolled every year is consistent, while the general competitive score has decreased slightly.

In order to assist students through their years of study there is academic and social support. Each subject has ample material and methodological support with reading lists supplied etc. Internet and intranet are used. There is access to computers and wireless internet. There is financial support, through fees discounts and social grants, the fees can be segmented and paid by the student month-by-month. Additionally, there are student state loans. Overall, the support appears comprehensive and positive. Also, there is a range of activities available to students including taking part in the KK choir, student union and sports. Thus the students are well catered for and cared for; the students confirmed to the expert team that there are excellent relations with the teaching staff and advice is always available. In additional to social and academic support, emotional and psychological support is also available – but carried out by the staff, not by a specialist. Additional academic support for first year students is recommended as the information given in the self-analysis report states that they are least progressive in studies.

KK has developed Students' achievement assessment system which is defined in the Order of Implementing Studies at KK. While assessing learning outcomes, lecturers follow the principles of clarity, objectivity, impartiality, openness of assessment procedures, mutual respect, and goodwill. The subject assessment criteria, publicly available in subject descriptors, correspond to the LOs of each subject and these correlate to those for the programme. As the norm for Lithuania, assessment is based on a 10-point scale with the final grade for the subject consisting of accumulative grade (IKI) and final examination. Also, as a general rule, the grading system is presented by the lecturers to the students at the first lecture of the subject. It is important, as every subject's accumulative grade percentage and the tasks needed to be carried out to accumulate the points, differ. Dissatisfied with the evaluation the students can appeal their final marks, it is also important to note that the appeal committee includes a member of the student union. The study process is clearly outlined on KK intranet and the documents that define the academic process of the College. Student progress is monitored over the four years. There are meetings with administration of the faculty.

The students studying in *Tourism and Hotel Management* study programme are encouraged to participate in applied research. According to the table 27 of the Self Assessment Report only two students have prepared scientific articles in 2012. Thus, a conclusion can be made that the encouragement is inefficient and more interaction between the teaching staff and the students on the research and applied sciences grounds should be considered. It is notable, that the students are active in participating in intensive programs such as *Health Tourism*, *Forte I.*

All full-time and part time students of KK who have finished the 1st year of studies have a right to apply for the grant of Erasmus programme for studies or an internship abroad. They can also apply for the status of a student of Erasmus programme. However, during their studies, students can but once go abroad to study and once for an internship under Erasmus programme. Mixed mobility is also possible, i.e. some time is meant for studies, and some time is meant for internship. The students of *Tourism and Hotel Management* study programme take an active participation in mobility programmes: they go for studies and practice, participate in intensive programmes under Erasmus programme and according to multilateral and bilateral agreements.

For the past two years the number of outgoing and incoming students was high, in 2012 – 35 students went abroad, in 2011 – 41 student. The students have stated that they are really encouraged to go abroad and all of the information about the procedures needed is clear, also consultation from the faculty is always available. It is also notable that the students from Lithuania and also students from Pakistan, Nigeria, Sri Lanka, and Bangladesh study in this study programme. The incoming students who come under Erasmus exchange programme from France, Czech Republic, Turkey, Portugal, Poland, Latvia, and Finland are also integrated into this study programme. Efficient use of Erasmus program enables the students to improve their language skills and cultural awareness.

Every year the Department studies graduates' employment and conducts surveys. KK and the Faculty of BM also receive information about graduates' registration in the Lithuanian Labor Exchange from the Department of Services and Monitoring of Labor Market. The department collects data about the employment of graduates in December-January (half a year after the graduation of studies). Evaluating the employment of graduates, a tendency is observed that is best illustrated by the employment indicators of 2011 year graduates: more than 57% of all the employed graduates work abroad (in hotels, travel agencies, catering and other enterprises). The ability of graduates to speak foreign languages (2-3 foreign languages) and their professional competences help them easily integrate into the international labour market of tourism sector.

Attention in the Faculty is paid to the students' honesty. During the course of Introduction to Studies, students are acquainted with the requirements of academic ethics, and sanctions for violating its norms. Academic staff teaches students how to compose papers honestly citing references and set tasks that prevent academic dishonesty. All the students of the study programme of Business and Management (BM) who write final papers sign declarations

prepared and approved by the Department. But, plagiarism verification software, which would fully ensure academic honesty, is not installed yet.

6. Programme management

The THM study-programme is managed by Tourism and Hotel Management Department (Department), which belongs to the Faculty of Business Management (Faculty). Therefore several structural elements of programme management of THM are very similar or even identical to those of the Business Management programme in the same faculty of Kaunas College. The experts´ assessment of how programme management functions, however, may differ from the business management department in the same faculty THM.

The department is responsible for programme management and quality assurance. It is run by the Head (instructor), who is responsible for the activity results of the department. He is accountable to the Dean and Deanery and delivers plans to them which are then checked to be in line with those of the Faculty. He is responsible for the methods of studies implemented, study subjects quality (innovativeness, compliance with demand of labour market) and quality improvement, development of qualification of teachers (associate professors, lecturers, assistants), international exchange of students, research development. The department collaborates with Quality and Management Committee of Academic Board, social partners, employers, university scientists and students. As stated in SAR, Department meetings are held once a month or more often, if necessary, to consider issues regarding programme implementation, assessment of students'; to analyze students' feedback and proposals.

The responsibility of Faculty lecturer is to prepare plans of study subject, methodological material, to apply innovative evaluation methods of studies and learning outcomes, and to foster general and specific competencies of students. Lecturers are accountable to the Head, who assesses their activity results in written report. The summary of lecturers´ activity assessment report is presented to Deanery.

The Faculty is managed by the Dean, who is accountable to the Director of KK. The Dean makes annual and strategic plans (for 5 years) of the Faculty. Annual plans are approved in Deanery, while strategic plans and activity programme for the period of 5 years are approved by the Director of KK. The Dean is responsible for academic and economic results of Faculty.

Study Programme Committee (SPQ) is responsible for design, quality assurance, implementation, operation of each study program, evaluation of potential and enrolled students´ opinions, and provision of recommendations for improvement. It consists of the Head of Department, business representatives and a student. A frequency of Study Programme Committee meetings is not set; it depends on the needs of programme changes.

According to the SAR the internal study quality assurance system (SQAS) in the Faculty was developed and has been constantly improved, according to the Total Quality Management system, which was implemented and has been used in the College since. It is implemented through self-assessment and benchmarking. SQAS is focused on quality and management of study programmes and study subjects, the field of activities of staff and material resourses.

From the evidence available and the answers given the experts were not convinced that the results received by SQAS are effective and that they are extensively evaluated. Also unclear is to what extent SQAS has been developed. The autonomy and objectiveness of the implementation of the system and data collected was stated by staff. However, the experts have serious doubts whether the procedure really guarantees objectiveness. This is also linked to the processes how data is collected and used in further improvements of the programme quality. It appears that those who develop programmes are also involved in evaluating the outcomes; there is no neutral body.

In 2000 Study Quality Management Office was established, the functions of which are to manage the improvement of study quality and assessment of the results achieved. This office closely cooperates with faculties, departments, students and social partners in the process of improving the quality of the study programme. However it is not explained to whom this office has to report or to it is superior. Results or conclusions of this Office are not provided. It is not clear if this Office was created at College level or at Faculty level. This was also not fully clarified in the meeting.

As stated in SAR, students fill in questionnaires designed to assess quality of the subjects taught at the end of the course. Based on the comments, reflections and data obtained from the surveys, teachers develop study subject programmes and submit proposals for further improvement to the Head of the Department. After autumn and spring semesters, during the Deanery and Department meetings, student achievement and dropout rates, study quality assurance, and other topical issues of the study process are analysed. Activities of the Department, lecturers and Faculty are

analyzed and assessed in an annual self-assessment report which is presented to departments, Deanery, lecturers, students, Director of the College. The report includes assessment of lecturers' pedagogical activities accomplished, qualifications development proposals for performance and quality improvements. Department is assessed by the level of study program quality, level of qualification of academic staff, results achieved in research development. Faculty is assessed according to the following criteria: management, implementation of study programmes, staff qualification, international activity, research development, material resources. Deanery is eventually responsible for studies quality. Proposals made by the Study Programme Committee, students, graduates, employers, annual Department and Faculty action plans are discussed and drafted at the Deanery and Department meetings. Whereas the structure is fine, the details of the procedures should be revealed. The experts would have welcomed examples to verify the effectiveness of the procedures. Again, it seems that those developing are also those who evaluate – more or less directly. This should not be the case; there have to be neutral bodies included which put forward neutrally assessed results of evaluations.

As stated in SAR, good practice from foreign higher education institutions is analyzed in order to adopt experience and improve the programme. Also, collected and analyzed information is compared to the data of similar programmes in other educational institutions, however – as above - it is not explained how benchmarking is done and what the level of the programme is. Without this information and without revealing the criteria the exercise is insufficiently pursued. In this way no results can be drawn which otherwise should lead to corrective actions.

Based on information provided in SAR, lecturers' job satisfaction survey is implemented annually since 2009. 2011 survey showed that tasks and responsibilities set by the heads of departments were assigned adequately (59% of participants), lecturers have affirmed that they receive feedback on their performance from the heads of their departments (66% of participants).

As a result of changes made based on evaluations and analysis mentioned above, the quality of studies improved, however it is difficult to measure this improvement. It has been mentioned in the SAR that student the thesis quality has improved, however it is not clear by how much and how the thesis quality was evaluated. There were no general assessment criteria revealed across the study-programme. The experts gained an overview of some student theses and indicated that theses' quality was average although from a strict academic viewpoint some improvements could be made as regards the rigorousness of such research. It also proved the necessity of the module/course Academic Writing.

Studijų kokybės vertinimo centras

Study programme assessment and improvement activity is attended and positively influenced by stakeholders (students, staff, lecturers, employers and graduates). Students participate in surveys related to the quality of the studies and teaching. Graduates participate in the Alumni club, although their participation level is low. Employers surveys are organized, which results are taken into account when learning outcomes are modified, content of study subject adjusted and new subjects introduced. Stakeholders participate in career days, round table discussions, Qualification Commission of final theses of students, deliver public lectures and seminars. They also participate in the activities of Study Programme Committee which is a positive indication of their interest which should be developed further and sustained. Particular efforts seem to be needed.

The system for assuring the quality of the study programme exists as such. All stakeholders have the possibility to affect the quality of the study programme. There is a continuous need which seems to be acknowledge but has yet to be implemented in an adequate format, in particular as regards specific open criteria and objectivity of the processes.

Internationalization and mobility of the College and this particular program needs to be increased. International cooperation has been strengthened, network of foreign partners has expanded, and mobility of teachers has increased. The number of courses taught in English increased, however this is not yet sufficient for the current needs of the labour market. The experts have noticed that the staff tries to encourage students. As the result is not that positive yet further measures have to be taken, also those which have become known as "ERASMUS at home" and so called mobility windows. The latter concept does not appear to have been understood and fully exploited. It is a much stronger signal than a permanent repetition of encouragements.

College teachers, departments and faculties prepare self-assessment reports, however there are no "external" quality evaluation by a separate institution in the College. "External" in here means that there should be an internal body within the faculty which is not involved in the programme and to this extent "external", i.e. objective. This is a major concern, a very essential one, of the experts. "Internal quality assurance" system is – as outlined above - functioning, but not sufficient, not effective and not objective enough. Furthermore, in currently existing quality assurance system the participation rate is not clear, also unclear feedback provision and revising

processes. During the site visit no clear answer was given how the programme's quality has been evaluated in the past, and what has been the level of improvement from year to year.

In conclusion, there is no well working, fully implemented quality assurance system, as College lacks independent quality assurance elements.

III. RECOMMENDATIONS

Part I

The experts have noted some issues which cannot be directly influenced by the College. The group wants to highlight them as they are critical in the light of the EHEA. The experts stress and assure, that these elements are not considered when evaluating the programme of the College. The experts feel that these should be mentioned so that they may be considered at the respective political level in the country.

1. Be aware that at the end of a first-cycle programme, in Lithuania a bachelor degree, the learning outcomes do not relate to a specialist but a generalist. Also a professional bachelor is still a generalist at this level and is – first of all – an academic degree with a professional bias. It is not a qualification of a specific narrow profession only.

2. The difference between full-time and part-time students might be reconsidered. It might be unfair to ask part-time students to achieve the same learning outcomes in just one more year than students in the full-time mode are required to reach.

3. The under-equipment of the library is well-known throughout countries. The College should do anything to amend the situation and give access to students to improve their academic skills.

Part II

The following issues have been taken into account in the evaluation grading:

4. The College should make sure that writing the learning outcomes is not an exercise of using the right terms but should reflect the profile of the programme and to be implemented throughout the programme in teaching, learning and assessment supported by personnel and material resources. The staff is encouraged to develop further their modularization of the programme.

5. As Bloom´s terminology is used to describe learning outcomes it might be wise to use the full scale, strengthening analysis, synthesis and evaluation or in terms of the Dublin Descriptors in particular "communication" and "learn to learn". Also, "making judgements" on the basis of academic argumentation could be underpinned. Elements of the "affective" and "psychomotor" domains are hardly identifiable.

6. More efforts might be useful to successfully develop a stronger international orientation of the curriculum and the programme as such, e.g. the introduction of a mobility window, English as the language of teaching and learning.

7. If international students are to be attracted information and course material has to be available for anyone "at a mouse-click". The ECTS User´s Guide of 2009 gives a good overview of the material needed.

8. THM programme might include much more the wellness, health, leisure and sports sector. The complementarity between Tourism and Hotel Management does not seem to be considered.

9. The distribution of credits to be achieved per semester appears to be uneven. Although in the full-time mode the guideline of 60 is respected, the significant difference between autumn and spring semester have to be discussed. For part-time students it is even worse. The logic behind is not obvious – at least not for an outsider.

10. The allocation of credits per modules should be revised in the light of the workload needed. As an example "Philosophy" and "Psychology" could be looked at. There seems to be still too many subjects for the programme. It seems to have improved since the last accreditation but should still be improved in the light of modularising the programme. Bundling subjects is not regarded as modularization, neither automatically a multidisciplinary approach.

11. Also, some modules, e.g. "Lithuanian Language and Business Correspondence", "Business Communication" or "Basics of EU Common Market" might be questioned as regards reaching bachelor level. There might be a closer link to the THM sector. A module "Management" might be much too general. Overall, it might be adequate to revise the structure of the modules, e.g. "Philosophy" and "Psychology" are in different blocks; "Information Technology" part of the block "General subjects of collegial studies". Do social media, e.g., not play a role within the foreseeable future? In addition the College might consider indicating the level of competence of the language classes. The level could be linked to the European Competence Framework for Languages.

12. The College might consider the introduction of platforms to design study-programmes effectively and efficiently to also allow for mobility between programmes, faculties and locations

13. There is no need to have the same forms of learning for each module. The distribution – in particular as regards self-study and consultation seems to be quite arbitrary. The role of "practices" and "practicals" has to be clarified for full-time students in comparison to part-time students. If practical experience of part-timers was included it should become apparent.

14. A transparent and clear assessment system should be designed. It appears as if credits are taken as weighting factor for marks. Credits are purely based on workload and have nothing to do with the performance how they were achieved.

15. The faculty should take proactive measures to encourage students to participate in research and other scientific activities. In addition, it is recommended to implement an anti-plagiarism programme to fully ensure academic fairness.

16. The College should continue to involve students and to listen to them. Also the relationship with other stakeholders is very good. Perhaps a thought to stabilize the situation on a more formal level might be adequate. A proposal was made, for example, to think in terms of a "Dual Programme" to integrate College and the business world on a very formal basis within a programme.

17. The internal quality system seems to need more effectiveness and efficiency, in particular a "neutral / objective element".

IV. SUMMARY

Students and alumni emphasized practical experience during the lectures as the biggest value of the study program which opens the doors to the work. During the meeting with social partners experts were told, that the graduation of Kaunas Kolegija is a good business card for a student. Social partners emphasized that students are stronger and stronger every year and there are more relationships between theory and practice. Students are capable to answer the questions of practitioner and usually demonstrate capabilities to implement their ideas/projects. This surely is the result of a close relationship between the College and all stakeholders reflecting regional needs, and a very effective communication between all staff and students within a programme, between programmes and between faculties.

The training of staff is positively highlighted. In this way motivation and understanding of teaching, learning and assessing in the light of a student-centred approach based on a modularised philosophy using credits to protect students, respecting ECTS and other tools applied within the European Higher Education Area in the light of the Lithuanian laws and regulations, such as the Lithuanian Qualifications Framework, is developed and sustainable in future.

The THM is rather limited in its scope for the time being. Potential links to health, wellness, leisure and sport for further growth of the programme have not been considered yet. This refers to the internationalisation of the curriculum as well. Considering the location of the programme on offer the College does not seem to be aware of culture and communication skills of students and staff, and neglects the language spoken in their regional catchment area.

For the time being full-time and part-time student programmes appear to have the same profile. The diversity of student clientele doesn´t seem to have been considered seriously yet.

The quality system established doesn´t seem to operate fully independent yet, a further development is essential with the support of the decision making bodies. An overall work-and time-schedule is missing to determine what has to be done when by whom. To this extent proposals which were made in the past accreditation process, eg the design of a transparent assessment procedure, have not been taken up yet. Criteria are not yet revealed, neither the objectivity of assessment and evaluation procedures.

V. GENERAL ASSESSMENT

The study programme Tourism and Hotel Management (state code – 653N20007) at Kaunas College is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	**17**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

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Team Leader:

Grupės nariai: Richard Mischak
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Studijų kokybės vertinimo centras

KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TURIZMO IR VIEŠBUČIŲ VADYBA* (VALSTYBINIS KODAS – 653N20007) 2014-05-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-232 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Turizmo ir viešbučių vadyba* (valstybinis kodas – 653N20007) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	**17**

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Studentai ir buvę studentai pabrėžė, kad praktinė patirtis paskaitų metu buvo vertingiausia iš visos studijų programos, kuri sudarė galimybes rasti darbą. Susitikimo su socialiniais partneriais metu ekspertams buvo pasakyta, kad Kauno kolegijos baigimas yra gera studento vizitinė kortelė. Socialiniai partneriai pabrėžė, kad kasmet studentai būna vis geriau paruošti ir gerėja ryšys tarp teorijos ir praktikos. Studentai geba atsakyti į specialistų klausimus ir dažnai demonstruoja sugebėjimus įgyvendinti savo idėjas ar projektus. Tai, be abejo, yra Kolegijos bendradarbiavimo su socialiniais dalininkais rezultatas, kuris atspindi poreikius regione, o taip pat parodo, kaip visas personalas efektyviai bendrauja su studentais programos metu, koks ryšys tarp programų ir fakultetų.

Teigiamai įvertintas personalo paruošimas. Šiuo būdu kuriama ir ateityje planuojama palaikyti motyvacija ir dėstymo, mokymosi bei vertinimo supratimas, kuris koncentruojamas į studentus, remiantis programos moduline filosofija, naudojant kreditus studentams apsaugoti, atsižvelgiant į ECTS ir kitas Europos aukštojo mokslo srityje taikomas priemones, Lietuvos Respublikos įstatymus bei taisykles, tokias, kaip Lietuvos kvalifikacijų sąranga.

Studijų kokybės vertinimo centras

Šiuo metu TVV programa yra gana ribotos apimties. Kol kas programos tobulėjimo tikslais nebuvo aptartos potencialios sąsajos su sveikata, sveikatingumu, poilsiu ir sportu. Tai taip pat susiję su

studijų turinio internacionalizavimu. Atsižvelgiant į programos vietą, atrodo, kad Kolegija nežino apie studentų ir personalo bendravimo kultūrą bei įgūdžius ir apleidžia savo regiono kalbą.

Šiuo metu atrodo, kad nuolatinių ir ištęstinių studijų studentų programos yra to paties profilio. Panašu, kad skirtumai tarp studentų ir specifiniai krūvio apribojimai ištęstinių studijų studentams kol kas nebuvo apsvarstyti.

Atrodo, kad kol kas savarankiškai nefunkcionuoja sukurta kokybės sistema, būtina ją toliau tobulinti padedant sprendimus priimančioms institucijoms. Trūksta bendro laiko ir krūvio planavimo priemonių, kurios padėtų nustatyti, ką, kas ir kada turi atlikti. Paskutinio vertinimo metu šiuo tikslu teikti pasiūlymai, pvz., sukurti skaidrią vertinimo procedūrą, kol kas nebuvo įgyvendinti. Kol kas neatskleidžiami nei vertinimo objektyvumo, nei vertinimo procedūrų kriterijai.

III. REKOMENDACIJOS

Ekspertai pastebėjo keletą problemų, kurioms kolegija negali tiesiogiai daryti įtakos. Grupė norėtų jas pabrėžti, kadangi jos yra labai svarbios Europos aukštojo mokslo erdvėje. Ekspertai pabrėžia ir užtikrina, kad šie klausimai nesvarstomi atliekant kolegijos programos vertinimą. Ekspertų manymu, šiuos klausimus reikėtų paminėti tam, kad juos būtų galima spręsti atitinkamame šalies politikos lygmenyje.

1. Atkreipkite dėmesį, kad pabaigus pirmos pakopos studijų programą, Lietuvoje – gavus bakalauro laipsnį, studijų rezultatai nebus tokie, kaip specialistų, bet kaip universalų išsilavinimą įgijusių asmenų. Taip pat profesiją įgijęs bakalauras šiame lygyje vis dar yra universalų išsilavinimą turintis asmuo ir pirmiausia turi tam tikros profesinės krypties akademinį laipsnį. Tai nėra tik siaura specifinė profesinė kvalifikacija.

2. Reiktų peržiūrėti klausimą, kuo skiriasi nuolatinių ir ištęstinių studijų studentai. Būtų nesąžininga iš ištęstinių studijų studentų reikalauti tik per vienerius papildomus metus pasiekti tokių pačių studijų rezultatų, kaip ir nuolatinių studijų studentai.

3. Nepakankamas bibliotekos aprūpinimas įranga yra gerai žinomas įvairiose šalyse. Kolegija turėtų daryti viską, kad pagerintų šią situaciją ir suteiktų studentams galimybę gerinti savo akademinius įgūdžius.

II dalis
Atliekant vertinimą buvo atsižvelgta į šiuos klausimus:

4. Kolegija turėtų užtikrinti, kad studijų rezultatų aprašymas nebūtų tik užduotis, kurios metu reikia vartoti tinkamus terminus, bet atspindėtų programos profilį ir būtų įgyvendinamas programos metu dėstant, mokantis ir vertinant, ir kad tai įgyvendintų personalas bei atspindėtų materialiniai ištekliai. Personalas skatinamas toliau vystyti programos skaidymą į modulius.

Studijų kokybės vertinimo centras

5. Kadangi studijų rezultatai apibūdinami naudojant Bloomo terminologiją, būtų galima naudoti visą palaikančią analizę, sintezę ir vertinimą arba, kaip įvardijama Dublino aprašuose, „komunikaciją" ir „mokymą mokytis". Taip pat galėtų būti skatinama „priimti sprendimus"

   remiantis akademiniais argumentais. Beveik neįmanoma nustatyti „emocionalios" ir „psichomotorinės" srities elementų.

6. Būtų naudinga dėti daugiau pastangų norint sėkmingai vystyti tarptautinę studijų turinio ir programos orientaciją, pvz., įvesti judrumo programą, dėstyti ir mokytis anglų kalba.

7. Jei būtų pritraukiama studentų iš užsienio, visa informacija ir kurso medžiaga turėtų būti visiems lengvai prieinama internetu. 2009 m. ECTS vartotojo gide pateikiama aiški reikalingos medžiagos apžvalga.

8. TVV programa galėtų nagrinėti daug daugiau nei sveikatingumas, sveikata, laisvalaikis ir sportas. Panašu, kad nebuvo svarstyta, kaip turizmo ir viešbučių vadybos sritys papildo viena kitą.

9. Per semestrą gaunamų kreditų paskirstymas yra nelygus. Nors nuolatinėse studijose laikomasi taikomo 60 kreditų principo, bet reikėtų aptarti reikšmingą skirtumą tarp kreditų skaičiaus, skiriamo už rudens ir pavasario semestrus. Ištęstinių studijų studentų gaunami kreditai paskirstyti dar prasčiau. Neaiški tokio paskirstymo logika, bent žiūrint iš šalies.

10. Reikėtų peržiūrėti kreditų paskirstymą moduliams atsižvelgiant į reikalaujamą krūvį. Kaip pavyzdžiais reikėtų vadovautis „Filosofijos" ir „Psichologijos" moduliais. Panašu, kad programoje vis dar mokoma per daug dalykų. Po paskutinės akreditacijos situacija pagerėjo, bet ją vis dar reiktų tobulinti pereinant prie modulių. Dalykų grupavimas nelaikomas moduliavimu, taip pat tai automatiškai nėra ir daugiadalykis požiūris.

11. Kai kurie moduliai taip pat kelia abejonių, pavyzdžiui, „Lietuvių kalbos kultūra ir verslo korespondencija", „Dalykinė komunikacija" ar „ES bendrosios rinkos pagrindai", ar jie reikalingi norint įgyti bakalauro lygio išsilavinimą. Galėtų būti artimesnis ryšys su TVV sektoriumi. „Vadybos" modulis gali būti per bendras. Apskritai, būtų gerai peržiūrėti modulių struktūrą, pvz., „Filosofija" ir „Psichologija" yra skirtingose grupėse, „Informacinės technologijos" priskirtos Bendrųjų koleginių studijų dalykų grupei. Ar, pavyzdžiui, „Socialinė žiniasklaida" nebus svarbi netolimoje ateityje? Be to, kolegijai reiktų apsvarstyti galimybę nurodyti kalbos mokėjimo lygį. Lygiai galėtų būti parengti pagal Bendruosius Europos kalbų mokėjimo metmenis.

12. Kolegija turėtų apsvarstyti klausimą dėl platformų įvedimo tam, kad būtų galima efektyviai ir veiksmingai kurti studijų programas, o taip pat sudaryti judrumo galimybes tarp programų, fakultetų ir vietovių.

13. Nėra reikalo kiekvienam moduliui taikyti tokias pačias mokymosi formas. Panašu, kad paskirstymas, ypač susijęs su savarankišku mokymusi ir konsultacijomis, yra gana laisvas. Nuolatinių studijų studentams reikia išaiškinti skirtumą tarp pratybų ir praktikos darbų lyginant juos su ištęstinių studijų studentais. Jei ištęstinių studijų studentų praktinė patirtis būtų įskaitoma, ji turėtų būti matoma.

14. Reikėtų sukurti skaidrią ir aiškią vertinimo sistemą. Atrodo, kad kreditai vertinami kaip balų sveriamasis faktorius. Kreditai visiškai paremti darbo krūviu ir visai nėra susiję su mokymusi, kaip jie buvo pasiekti.

15. Fakultetas turėtų imtis aktyvių priemonių skatindamas studentus dalyvauti moksliniuose tyrimuose ir kitoje mokslinėje veikloje. Be to, rekomenduojama įgyvendinti programą prieš nesąžiningą mokymąsi, kad būtų visiškai užtikrintas akademinis sąžiningumas.

Studijų kokybės vertinimo centras

16. Kolegija turėtų ir toliau įtraukti studentus į savo veiklą ir įsiklausyti į jų poreikius. Taip pat palaikomi labai geri ryšiai su kitais socialiniais dalininkais. Galbūt būtų galima oficialiau stabilizuoti situaciją. Buvo pateiktas siūlymas, pavyzdžiui, apgalvoti galimybę sudaryti „Dvigubą programą", kad kolegija ir verslo pasaulis programoje būtų integruotas oficialesniu lygmeniu.

17. Atrodo, kad vidaus kokybės sistema turėtų būti efektyvesnė ir veiksmingesnė, ypač „neutralus / objektyvus elementas".

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Paslaugos teikėja patvirtina, kad yra susipažinusi su Lietuvos Respublikos Baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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[1] Žin., 2002, Nr. 37-1341.

Studijų kokybės vertinimo centras